

Report of External Evaluation and Review

Faith Bible College

Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 June 2015

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, learners, prospective learners, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Faith Bible College
Type:	Private training establishment (PTE)
First registered:	1 February 1991
Location:	749 Welcome Bay Road, Tauranga
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Diploma in Christian Ministry (Level 5)• Certificate in Ministry Development (Level 4)
Code of Practice signatory:	Yes (no international learners enrolled for 2015)
Number of learners:	Domestic: 24 (18 equivalent full-time learners (EFTS) includes Māori: six (four EFTS), Pasifika: six (five EFTS)
Number of staff:	Seven full-time equivalents
Distinctive characteristics:	Faith Bible College specialises in teaching Christian ministry programmes. The campus is set in rural surroundings on the outskirts of Tauranga and many of the staff and learners live on site. Faith Bible College considers offering a fully residential option to be an advantage to learners as they can study without negative external influences. Both programmes offer practicums which provide the learners with opportunities to apply and reflect on their learning as they progress.

Recent significant changes:	The most significant change has been the recruitment of an academic dean who, in addition to the dean's role, provides educational management advice to the board.
Previous quality assurance history:	NZQA conducted an external evaluation and review (EER) of Faith Bible College in April 2013. NZQA was Confident in Faith Bible College's educational performance and Not Yet Confident in its capability in self-assessment.

2. Scope of external evaluation and review

Prior to the EER, discussions were held between the Faith Bible College's compliance manager and the NZQA lead evaluator. The following programme focus areas were selected for inclusion in the EER scope because they reflect the full provision of education and training offered by Faith Bible College. The certificate programme is year one of the diploma:

- Diploma in Christian Ministry (Level 5)
- Certificate in Ministry Development (Level 4)

Governance, management and strategy was also included in the EER scope as a mandatory focus area in accordance with NZQA policy for all tertiary education organisations.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER was conducted by two evaluators over two days at the organisation's premises in Tauranga. The team interviewed representatives from the board, the senior management team, six tutors and a selection of graduates, stakeholders and diploma and certificate learners.

In addition to documents submitted prior to the visit (self-assessment summary and investment plan), documents and other resources reviewed included learner result and outcomes data, learner feedback data with subsequent analysis and actions, staff meeting minutes and pre-assessment and internal moderation information. Governance, management and staff interview sessions were preceded by

PowerPoint overviews which were helpful in providing context to educational achievement and self-assessment progress.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Faith Bible College**.

The key reasons are:

- Faith Bible College course completions ranged from 86 to 93 per cent for the last three years. For the period 2012-2014 and the agreed target range with the Tertiary Education Commission (TEC) for the same period was 90-91 per cent. Similarly for qualification completions, the range was 78-89 per cent, and the TEC target was 89-93 per cent. While these are good results, Faith Bible College is not quite meeting the TEC targets. Māori achievement over this period was trending down, which has had an impact on overall achievement rates. The academic dean has led a programme of self-assessment and has implemented actions to improve delivery, assessment and guidance and support, to address this decline in achievement.
- Learners grow academically, spiritually and personally. Many learners enrol with challenging personal problems and attest that on completion of study they are very confident. This growth is evidenced by testimonial videos recorded at graduation which contrast significantly with the videos recorded at the beginning of study, demonstrating the learners' transformation.
- The skills and qualifications attained enable learners to contribute to churches and community service groups either in employment or in a voluntary capacity. Learners contribute weekly through practical workstations, longer-term practicums and post-graduation activities. Workstations occur weekly, i.e. at church. Learners are placed in a three or nine-week practicum once a year, which may take place in a church, school or support service.
- Much anecdotal information was provided on graduate destinations. Faith Bible College collates destination data for the first three months post-study and has begun to canvass the impact of training on what graduates are doing post-study to inform programme review.

While the overall course completion rates have ranged between 86 and 93 per cent, and qualification completions ranged from 78 to 89 per cent for the last three years, the rates are gradually trending down, and attention to Māori achievement would mitigate this trend. The college has surveyed graduates and stakeholders to inform themselves about the value and usefulness of the education and training; however, initial surveys have had minimal response to date.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Faith Bible College**.

The key reasons are:

- Faith Bible College recently recruited an academic dean who, together with the management team, has led a concerted strategy to improve self-assessment practices to increase achievement results. Resulting interventions include reviewed programmes and assessments, professional development focused on improved teaching practice and review, and strengthened academic and pastoral care support.
- Additional support for Māori learners includes recruiting a Māori adviser to advise management and support learners, focused pastoral care support, and the inclusion to the programme of a paper entitled Christianity and Māori. The college acknowledges that Māori and Pasifika learner numbers are increasing, yet achievement for Māori learners is declining. Although this has an impact on overall achievement, the college has taken steps to improve support for Māori.
- Faith Bible College has always sought feedback on its operations through formal and informal processes (interviews, evaluations, care groups, workstation and practicum reports). More recently, the college has surveyed key stakeholders and graduates to gauge the value of training and also to inform programme review. The college is looking at ways to improve the response rate to these surveys.

Collectively, these strategies have led to increased satisfaction responses from learners and staff. The strategies were implemented following the previous NZQA EER and recruitment of the academic dean in 2014, and should help to improve delivery and support to the learners.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Faith Bible College is meeting many of the most important needs of learners and stakeholders. Learners are achieving well although not quite meeting the agreed TEC targets. For the period 2012-2014 course completions ranged from 86 to 93 per cent and the agreed target range with the TEC for the same period was 90-91 per cent. Similarly for qualification completions, the range was 78 to 89 per cent and the TEC targets 89-93 per cent. However, achievement has gradually trended down over this time. In contrast, Pasifika learners achieved excellent results over this period, maintaining a 100 per cent course and qualification completion rate. Although these are excellent results, the total number of learners enrolled at the college does not exceed 28, and the Pasifika numbers are small, although growing. For example, the percentage of Pasifika were: in 2012, 5.4 per cent; 2013, 10.6 per cent; and 2014, 20.1 per cent.

Year	Successful completion of courses (%)				Completion of qualifications (%)			
	Faith Bible College (all)		TEC targets		Faith Bible College (all)		TEC targets	
2012	93		91		89		93	
2013	89		90		83		89	
2014	86		91		78		89	

The achievement statistics most concerning Faith Bible College are those for Māori learners. Māori student course completion rates have trended down significantly for the last three years, from 94 per cent in 2012, to 81 per cent in 2013 and 53 per cent in 2014. Qualification completions plummeted over the same period, from 80 per cent to 64 per cent and 29 per cent. The Māori student role has been steadily increasing, and so this declining trend in achievement will continue to have an impact on overall achievement. Attention to Māori achievement would mitigate this trend. Faith Bible College has already put in place interventions to further support

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Māori learners, including the addition of a paper (Māori and Christianity), additional academic and pastoral support, and the recruitment of a Māori adviser.

Table 1. Faith Bible College educational performance indicator data, 2012-2014 (Māori/Pasifika) %								
Year	Successful completion of courses (%)				Completion of qualifications (%)			
	Māori	TEC targets	Pasifika	TEC targets	Māori	TEC targets	Pasifika	TEC targets
2012	94	n/a*	100	n/a*	80%	n/a*	100%	n/a*
2013	81	68	100	100	64%	68	100%	100
2014	53	78	100	100	29%	75	100%	100
*n/a – Faith Bible College Investment Plan for 2012 did not include individual performance commitments for Māori and Pasifika								

Student evaluations supported by the interviews with the evaluation team affirm the learners' academic, spiritual and personal growth. Many learners enrol with challenging personal problems and attest that on completion of study are more confident to participate in the next phase of their learning journeys. Rich anecdotal information was provided from recording graduate destinations. There is a system in place to track graduate destinations for the first three months post-study; however, there was little evidence gathered about the impact of training in what graduates are doing post-study. Surveys to gauge this impact have returned a minimal response and the college is exploring alternative methods of gathering this data.

Success is celebrated and 94 graduations have taken place to date, each with qualification presentations and a production that all learners participate in. Graduations are attended by family, friends, church representatives, practicum and outstations who take the opportunity to share their experiences of the progress and changes they have seen in the graduates.

Because student numbers are low, any non-completions significantly affect overall achievement outcomes. As Māori enrolments are increasing, Faith Bible College is aware of the need to improve Māori achievement rates, thereby improving overall achievement rates. Learners and staff are already responding positively to the actions initiated by the senior management team to improve delivery, assessment and ongoing student support.

1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Valued outcomes are achieved at Faith Bible College. Learners' testimonial videos recorded at graduation and exit, and interviews with the EER team attest to the value of the education and training received. The graduate videos contrast significantly with learners' initial videos filmed at the beginning of study, and are used to show and celebrate the learners' educational and personal growth over that time.

During study and on graduation, learners gain skills, experience and knowledge to apply as Christian leaders, and in addition improve self-discipline, time management, teamwork and family relationships. Some graduates reported transformational shifts in life circumstances following study at Faith Bible College. Examples were provided from graduates who, while on the programme, overcame severe drug and alcohol issues and dysfunctional personal circumstances to lead very productive lives, helping themselves and others. Examples included a board member who for many years now has used his previous experiences of drug and alcohol addiction to successfully help troubled youth. Single mothers spoke of gaining strength to leave dysfunctional relationships, benefiting themselves and their children, developing self-confidence, and on graduation gaining employment or undertaking higher-level study in other institutes.

Learners contribute to their communities through church and volunteer services, beginning with their weekly workstations and the longer practicum components of their programmes. Practicums may also be arranged in other countries according to the student's interest. In some instances, this has led to employment. On graduation, churches and community services gain staff and volunteers such as pastors, church leaders and support staff to participate in key church roles, lead children's church services, help with the elderly, assist in schools and, where required, in community support services.

Faith Bible College has identified a need to improve ways of getting feedback from graduates and stakeholders that might inform the training programmes. Initial surveys have had minimal response and the college is exploring alternative methods to get this feedback, including social media.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learners seek faith-based study and qualifications training to equip them for ministering, missions, voluntary service, spiritual growth and a deeper understanding of themselves, their faith and biblical study, which the college provides through its programmes. Faith Bible College has reviewed and improved processes to identify and respond to learner and stakeholder needs to better enable learners to achieve. The college continues to offer open entry, although prospective learners are presenting with challenging personal circumstances which can have a negative impact on achievement. Faith Bible College has implemented testing for literacy and numeracy at enrolment to provide support earlier in the programmes. These tests are followed up with ongoing one-to-one interviews to identify further needs and monitor progress. Progress interviews with the principal are also included.

Faith Bible College offers a fully residential option for its learners. The option suits learners who need to study with minimal external distractions and to grow a study community of practice. Learners report that the residential interdenominational and multi-cultural student body enriches their lives and learning experiences.

All programmes have been reviewed, updated and standardised to ensure learners are clear about expectations and requirements. The academic dean has reviewed content and assessments to better ensure the programmes match needs. Learners are counselled towards programme choices at enrolment to better achieve success. This may include referring learners to other organisations.

Many changes were implemented in 2014, including responding to Māori student needs. The college is confident that these changes will improve Māori achievement.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Teaching staff are well qualified and experienced in Christian studies. However, the college's self-assessment and student evaluations identified a need for professional development in teaching practice to improve effectiveness. This is already in place and scheduled through to January 2016 and has included in-house professional development and external training for individual staff as identified and agreed. Completed external training to date includes the National Certificate in

Adult Literacy and Numeracy and the Certificate in Adult Teaching which staff report has helped their delivery and assessment practices.

Self-assessment has also driven a review of programmes leading to improved course outlines, scheduling and planning, peer review and teaching observations, and assessment and internal moderation. Assessment information is now standardised and consistent for all courses in response to student feedback. Lecturers have responded to student evaluations, including returning marked assessments within two weeks with clear feedback, and improved teaching practice including using more visual aids and varying assessments tasks which previously were mainly essays.

The programmes include a mix of theory and practice. The practice components occur weekly through outstations and also as longer-term practicums in each year of study. Learners appreciate the opportunity to apply learning on a weekly basis at the outstations, and more in-depth during practicums. The practicums are arranged according to student preferences and can occur in other countries.

A strengthened peer review process to include self-review, teaching observations by peers, and professional development by external personnel augments the student evaluations to inform the appraisal process. This was considered a priority as the appraisal process had been in abeyance for the last two years. Lecturers acknowledged the usefulness of the peer review reports and student feedback to help improve practice.

Faith Bible College has a robust internal moderation process in place and has further strengthened external moderation by again involving the external expertise responsible for professional development.

These improved practices – including the involvement of external expertise input and advice – have been led by the newly appointed academic dean. The practices have made a direct impact on teaching staff and learners' evaluations, which acknowledge teaching strengths and improvements to date and areas still in need of improvement. The external expertise has also provided management with confidence in its quality assurance practices.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learner information and study packs have been reviewed and improved to be more transparent and are designed to better guide the student on programme and study expectations from the outset.

The PTE operates an open-entry policy, and so guidance and support is crucial as some learners present with challenges, as previously mentioned. Support includes a counsellor, care groups (small groups of learners allocated to specific staff

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members), and one-to-one interviews with staff, including with the principal and cultural advisors (Māori, Pasifika, Asian). Faith Bible College has increased Māori learner numbers, which is important as it is a contracted TEC Tertiary Education Strategy expectation. However, achievement results for this group of learners has declined and the college has actioned additional support services to improve the education experience and success for these learners.

Literacy and numeracy tests on entry inform support requirements at the beginning of the programme. A literacy and numeracy specialist provides additional support within the first six weeks, which both learners and staff acknowledge has been beneficial to student progress. In addition, depending on the test results, learners may be encouraged to attend a bridging programme if required. This will better ensure success for the student.

Student evaluations are positive, reflected also in the evaluators' interviews with learners. They affirm an inclusive learning environment and improved teaching practices. Student representatives attend fortnightly staff meetings to provide feedback from peers. They report improved responsiveness from staff, including improved access to library resources, clearer work station expectations and timely, improved feedback detail on assessments.

However, consistency of practice (use of varied teaching styles and methods to increase motivation and interest) by all staff is still an area for improvement, as is the challenge to ensure that additional support for Māori yields increased achievement.

1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The Faith Bible College board has reviewed its composition to include business and educational management expertise. It has secured business expertise but not yet for educational management as it is still seeking a compatible candidate. In 2014, the board appointed a well-qualified and skilled academic dean who is also providing the board with educational management advice in the interim. This advice has led to a review and strengthening of the board and management effectiveness to support educational achievement.

The academic dean and management team have made a concerted effort to lift achievement through self-assessment findings and resulting actions including strengthening programmes, teaching practice, and review and moderation; adopting a more student-centred approach; facilitating teacher training for teaching staff; implementing literacy and numeracy improvement strategies; increasing support for Māori learners; and reviewing and working on staff and student relationships to strengthen an environment of empathy and harmony. The changes

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are already showing improved support processes but not yet reflecting improved academic achievement. However, the college is confident that these processes will improve academic achievement.

Faith Bible College representatives have engaged in the NZQA Targeted Review of Qualification discussions to ensure input into new New Zealand qualifications and to keep abreast of developments. A recent review of its programmes reports that they are not far off the proposed qualifications.

The board has identified that the need for longer-term qualifications (two years) is diminishing as learners are less able to give up this time for lengthy study (to fit with employment). Management is exploring short-term programmes (three months) including blended delivery and how these might be accommodated. In response to student feedback, seminars have been scheduled, including featuring Christian businessman and relationship teaching as precursors to shorter programme offerings.

Although student numbers are down, the board has secured additional charitable funding to enable the upgrade of premises, facilities and information technology resources. The board is responsive to the changing student demographic and is reviewing the effectiveness of the improvements made to raise achievement. Staff and student feedback acknowledges improved teaching practice, assessment and support. The changes have been in place for less than a year; however, the monitoring implemented by the management team shows flexibility and responsiveness that will likely lead to improved achievement.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.2 Focus area: Certificate in Ministry Development (Level 4)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.3 Focus area: Diploma in Christian Ministry (Level 5)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that Faith Bible College:

- Continue to monitor the interventions implemented to gauge the impact on educational achievement. As identified, lifting Māori learner achievement will also have a positive impact on overall achievement.
- Continue to seek alternative methods to elicit feedback from graduates and stakeholders to inform programme review and the value of training offered.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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